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ABSTRACT

The bulletin of Empire State College, New York's non-residential college, describes the organization of the decentralized college, its educational philosophy and innovative educational program. The College's plan calls for a network of regional learning centers located within reasonable commuting distance for most New York state residents. Students and their Mentors work out individualized programs of study that are developed through a series of learning contracts. The contracts last for about 3 months. The student's work is evaluated and a new contract is developed. The amount of time needed for award of a degree depends upon the student's previous educational background and experience. (CS)

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EMPIRE STATE COLLEGE

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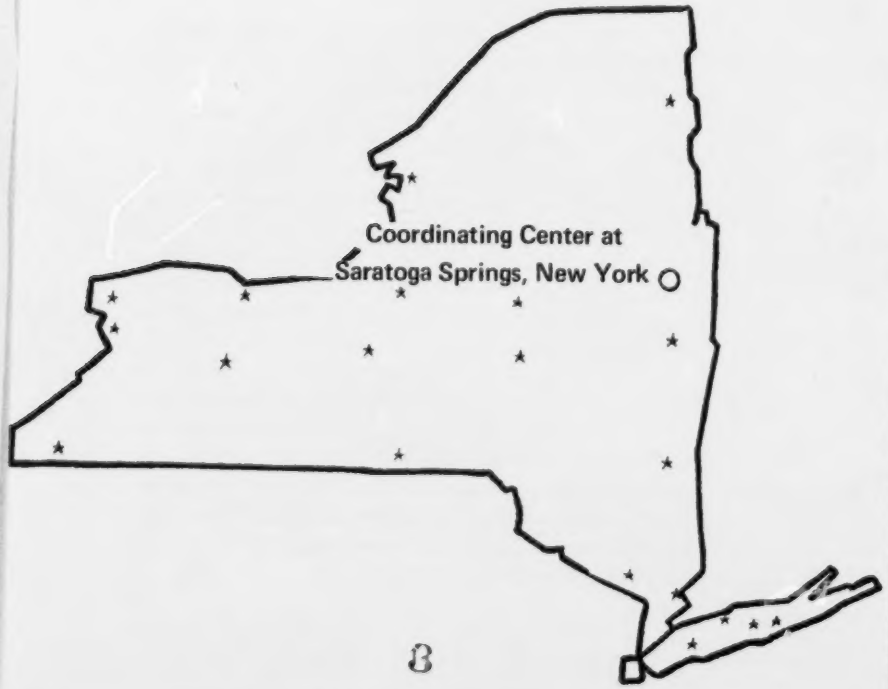

STATE UNIVERSITY OF NEW YORK

The State University of New York, established by the State Legislature in 1948, comprises 71 colleges and centers. In September of 1970, 69 were conducting classes: four University Centers, (two of which, Buffalo and Stony Brook, include Health Sciences Centers), two Medical Centers, 13 Colleges of Arts and Science, two Specialized Colleges, six two-year Agricultural and Technical Colleges, five Statutory Colleges, and 37 locally-sponsored, two-year Community Colleges.

The University's 70th campus is Fiorello H. LaGuardia Community College, the 38th community college in the State University system and the ninth to be sponsored by the Board of Higher Education in New York City. Admitting its first students in September 1971, LaGuardia is located in Long Island City.

Initial phases of construction are nearing completion on two new Arts and Science college campuses, at the College at Purchase in Westchester County and the College at Old Westbury in Nassau County. Purchase and Old Westbury are accepting first classes on their new campuses in September 1971.

The University's 13th Arts and Science college will be upper division in concept, serving junior and senior year and Master's degree students, and will be located in the Herkimer-Rome-Utica area. Construction of the permanent Upper Division College campus on an Oneida County site is scheduled to begin in 1972. In the meantime, evening and summer courses are being offered in temporary facilities at 811 Court Street, Utica.

The University further comprises the Ranger School, a division of the College of Forestry, which offers a 43-week technical forestry program at Wanakena, and six Urban Centers administered by two-year colleges.

University-wide research programs include the Atmospheric Sciences Research Center with campus headquarters at Albany, the Institute for Theoretical Physics and the Marine Sciences Research Center at Stony Brook, and the Polymer Research Center at the College of Forestry. Headquartered at State University of New York at Buffalo are the Center for Immunology and the Western New York Nuclear Research Center.

Graduate study at the doctoral level is offered by State University at 12 of its campuses, and graduate work at the master's level at 22. The University is continuing to broaden and expand over-all opportunities for advanced degree study.

Graduate study areas embrace a wide spectrum including agriculture, business administration, criminal justice, dentistry, education, engineering, forestry, law, liberal arts and science, library science, medicine, nursing, pharmacy, social work, and veterinary medicine.

Four-year programs strongly emphasize the liberal arts and science and also include specializations in teacher education, business, forestry, maritime service, nursing, ceramics, and the fine and performing arts.

Two-year programs include liberal arts transfer programs and a wide variety of technical curriculums such as agriculture, business, nursing, and the industrial and medical technologies.

The University's Urban Centers provide training for skilled and semi-skilled occupations and college foundation courses for youths in the inner city areas. A network of Cooperative College Centers identifies disadvantaged young people who have college potential and prepares them for admission to public or private colleges. An additional 5,000 underprivileged students are assisted through a wide variety of Educational Opportunity programs on the campuses of State University.

Governed by a Board of Trustees appointed by the Governor, State University of New York comprises all State-supported institutions of higher education, with the exceptions of the senior colleges of City University of New York. Each college and center of State University is locally administered. Although separated geographically, all are united in the purpose of improving and extending numerous opportunities to the youth of New York State.

The State University motto is: "Let Each Become All He Is Capable of Being."

A STATEMENT FROM THE CHANCELLOR

Empire State College was created by the Board of Trustees of State University of New York in response to the urgent need to provide new and more flexible approaches to education for New York State. We are being asked to serve more students of all ages, and therefore our educational programs must be expanded and focused on new ways in which education can be delivered to the people.

Meeting these needs is an ambitious undertaking. It will not be accomplished simply, or overnight. Nevertheless, we must identify the most promising approaches and press ahead, keeping the individual student constantly in mind, and tailoring education to his requirements. To do this we must find ways of acting on what we've long known – that learning is not bounded by time or place, and that it is a life-long process.

Ernest L. Boyer

CHANCELLOR

CONTENTS

The student will be largely responsible for his own admission to Empire State College. After a careful review of the objectives, processes and academic offerings of the College, the student will assess its ability to serve his particular needs. Hence this College *Bulletin* is not the usual catalogue of courses and requirements. It is a guide which leads the student through the process of self-selection, to contract, to evaluation and certification.

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INTRODUCTION

"Alterations as usual while business is in progress" – that's the sign out on every major institution in the country. Institutions of higher education are no exception. Until recently, "business as usual" overwhelmed everything else. Now, just as bulldozers move mountains to make thruways, strong social forces are moving higher education to create new roads to education beyond high school.

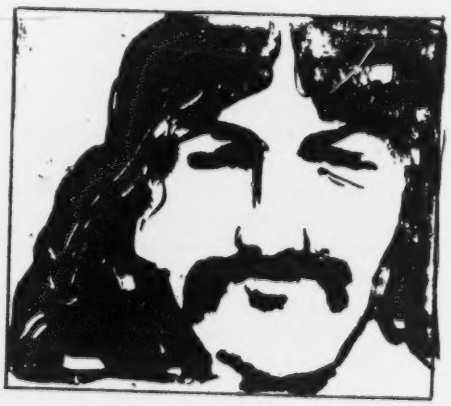
In 1900, most Americans made a living on the farm. By 1940 the man on the assembly line, the industrial worker, the semi-skilled machine operator, dominated the work force. Today the center of the work force is the "knowledge worker" – the person who applies ideas, concepts, and information to his job rather than manual skill or muscle. Until the last half of this century the boundaries between "work" and "school" were quite clear. You stopped going to school and went to work. That was the end of schooling. Now, as knowledge becomes increasingly important to effective work, easy access to education is necessary.

A rapidly changing society requires persons who have learned how to learn, who know how to pursue effectively their own learning and development in response to changing personal interests and social demands. None of us knows for sure the knowledge and competence he will need ten or fifteen years from now. We do know that much of that knowledge does not yet exist, and that we have to be able to put it to work as it is generated.

For the last hundred years the United States has made a little education universally available and a lot of education available for a few. Now a lot of education must be available for many. New types of institutions and new approaches to education must be created. Empire State College tackles that problem. It seeks to bring education to the people, to help persons take a firmer grip on their own existence, a stronger hand in creating their own future. The approach demands high levels of initiative, resourcefulness, and accountability. Creating new forms, testing new practices and building a new alternative for higher education are not easily done, but anyone who joins this challenging enterprise during its early years – student, faculty member, or administrator – will be caught up in that process.

Man's fate and the fate of education are inextricably linked. Education has become the principal instrument by which Americans develop their young. Family and community used to be primary. But now, from age six to eighteen most children spend as many waking hours in pursuing activities determined by the schools as they spend in all other waking activities combined, and now social change requires that education become an integrated part of adult existence. Education, therefore, is the dominant force shaping contemporary man. Education now creates the images of man we live by. These images are self-fulfilling prophecies. Bit by bit we make ourselves into what we imagine ourselves to be. Therefore, the future of the world, and of man's relationship to it, depends on the wisdom of our actions concerning future educational priorities and programs. Sound judgments and wise priorities will support the major reorientations required for the expansion of human satisfactions and potentials. Misjudgment and misplaced priorities may lead to a new human nature combining the animal irrationality of primitive man with the materialistic greed and lust of industrial man, and powered by the destructive forces available from modern technology. That could lead to the end of man.

THE CHALLENGE



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This is the moment for an entirely new approach to undergraduate education within State University of New York. Fundamental changes in energy and work, in population and human relations, in generating information, and in the exchange of knowledge and experiences have created fundamental changes in human existence and human requirements.

Half the energy consumed by man during the last two thousand years has been consumed during the last one hundred. In 1850, persons and animals produced 65 percent of the energy consumed by man and inanimate sources produced 35 percent; in 1950, 98 percent came from inanimate sources. Human beings no longer produce energy. Instead they manage it – in massive amounts.

The work of the twentieth century – its satisfactions, its consequences, its implications for others – little resembles the work of the nineteenth century. The length of a person's working life has more than doubled. The injuries and hardships of farming, factory work, manual labor, and housework used to mean that by age forty or fifty most men and women were worn out. Even though they started younger, they had to stop or taper off much sooner. Now many persons work actively into their 70's and 80's, and choices among occupations and life styles have expanded correspondingly.

Human contact has become intense and inescapable. From the birth of Christ to the American Civil War, the world population grew from 300 *million* to one *billion.* In the next 75 years it doubled, and 37 years later -- by 1962 -- three *billion* souls peopled the earth. This rate means four billion persons by 1975. In earlier times, human contact was circumscribed and a matter of choice. Now in such cities as Chicago there are 10,000 people in every square mile. There is no escape.

Information, and the capacity to manipulate it, is expanding explosively. Around the globe 100,000 journals are published in more than sixty languages, which is double the number fifteen years ago. In 1956 fewer than 1,000 computers were at work in the United States; their capability was 12 *billion* computations per hour. Computer capacity has now reached 20 *trillion* while the typical machine is ten times smaller, 100 times faster, 1,000 times less expensive. Information exchange is almost immediate: events in Chicago and Saigon are re-experienced the same day in Boston and Brussels, and practices in Johannesburg affect policies in London.

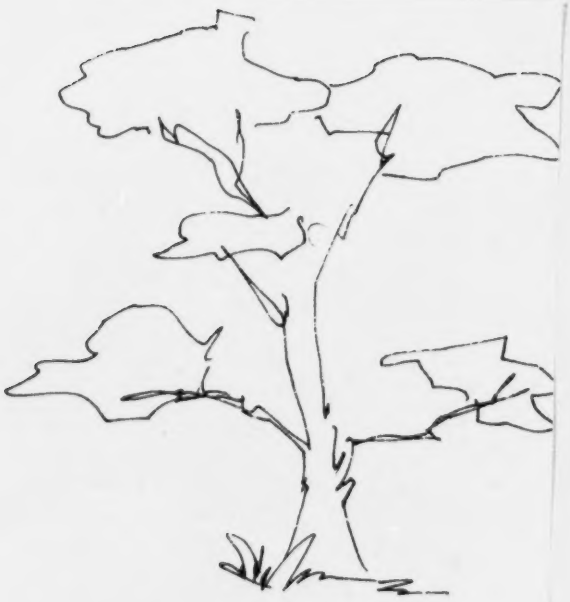
Extensive information, fast processing and rapid exchange, intense and inescapable human contact, and massive energy to power the whole have set the basic conditions for profound and accelerating change in social conditions and human existence.

This is the age of 747's, thruways, rapid transit, and world wide communications. Together they extend the "campus." New York State students may now spend junior years in Paris, winter recesses at a distant university, and weekends scattered from Fort Lauderdale to Ann Arbor. Part of each week may be spent on a job far from the campus.

These changes and many others challenge conventional wisdom about education. Institutions of higher education must peel off layers of crusty assumptions about who should go to college, what purposes college should serve, and how those purposes may be achieved. Empire State College questions many past assumptions and tests new responses to the diverse needs spawned by social change.

The college will test most thoroughly a model of non-residential learning. The primary distinction between the traditional residential program and the Empire State College approach is that students will pursue most of their college education without residing physically on a campus or meeting in a classroom. Opportunity will exist for spending a semester or more living and working on a campus or participating in short weekend seminars and summer colloquia. But most of the academic program will be pursued at home or in other non-campus situations. Exploring these new approaches will redefine the meaning of the college environment and the role of the residential experience. This is the challenge.

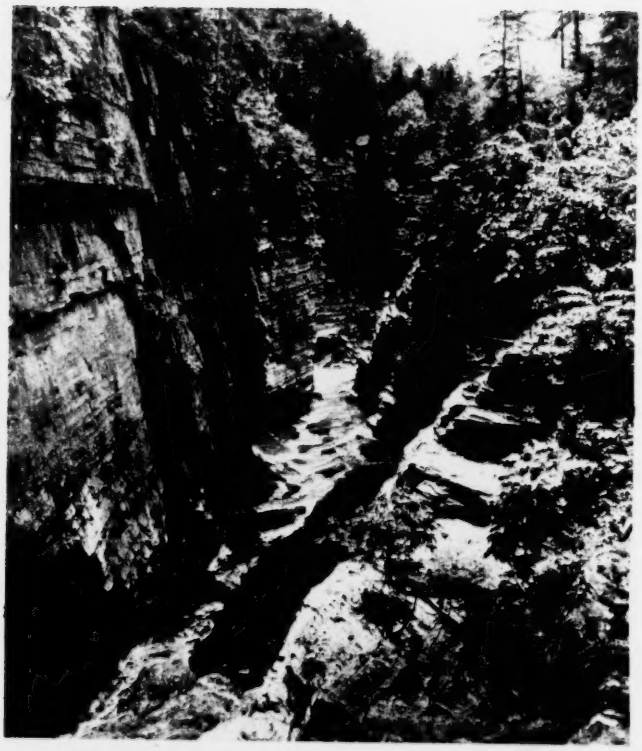
STUDENTS AND THEIR OBJECTIVES



In one sense Empire State College is simply another liberal arts institution of State University of New York. It adds one more alternative to the diverse choices already open to the high school graduate who wants further education and who may be aiming for a two-year Associate degree or a Baccalaureate degree.

However, the flexible arrangements and varied resources of the college make it particularly suited for:

- **a young person who wants to take major responsibility for planning his own program and carrying it out;**
- **an older person who wants further education which suits his particular interests and which recognizes the experience and knowledge he already has;**
- **a person on the job who has completed courses offered by an employer or union;**
- **a veteran who brings studies undertaken during military service;**
- **a retired person pursuing a new interest or new career;**
- **a man or woman of any age who must pursue education while continuing substantial employment in or out of the home.**



Many students will want to obtain a degree. Others will simply want to acquire additional knowledge, develop a skill, test an interest, enlarge an awareness, expand a horizon – and they will stop when they have had enough.

Despite wide differences in ages, backgrounds, and special needs or interests, most students of Empire State College will share a number of basic goals: *developing competence, increasing awareness, clarifying purposes, becoming autonomous, understanding oneself, understanding others,* and *developing integrity.* Although at times one goal looms larger than another, they will remain the work of human development throughout life. Because these will be major objectives for many students – though perhaps only dimly perceived by some – they must be served by the policies, programs, and practices of the College.

• • • My first thought on reading about the non-residential college was that we should have had such an institution a long time ago. I congratulate you on putting it into effect.

I would like to be one of your students. While I have no ambitions regarding degrees, I would enjoy the challenge offered to the college student. My age is 67, and as far as credentials are concerned, I possess a high school equivalency earned only ten years ago.

Would my age prevent my applying to your college?

DEVELOPING COMPETENCE

Leading a personally fulfilling life requires three kinds of competence – intellectual, professional or vocational, and interpersonal. Intellectual competence requires the capacity to convert new information into working knowledge. It calls for the ability to analyze concrete situations and experiences, as well as written materials, oral communications, mathematical symbols, and artistic representations. Intellectual competence also calls for the ability to synthesize materials from diverse sources, to weigh evidence, to distinguish fact and emotion, and to communicate effectively.

Professional or vocational skills may or may not depend heavily on general intellectual competence. Most persons need such skills in order to be self-supporting and to contribute to the general welfare. Furthermore, doing a good job is satisfying in its own right.

Job success – and a satisfying life – depend most heavily on the ability to work effectively with others. Practically all jobs and all social situations, including close friendships, require cooperation with other individuals and with groups to understand what they are doing and why they are doing it, and to help them understand what you want to do – and why you want to do it.

• • • *My husband and I are part of a progressive jazz combo playing engagements all over the State. Last year, we were part of the New York State Council's Artist in Residence program. Our brief stay on the campus and our relationships with students made us both realize how much we'd like to teach. Neither of us has a degree, and we're never in one spot long enough to accumulate any credits. Would there be a place in the Empire State College for us?*

• • • *I shall graduate from a community college next month with an A.A. degree. I would like to go on for a B.A. but financial problems will force me to get a job. So your new college offers the best possibility for me.*

My transcript is enclosed with this letter. Nine of my credits were earned in the Independent Study program, so you can see that I'm able to work independently. I would like to major in history.

INCREASING AWARENESS

The old switch on Rudyard Kipling's poem *If* goes "If you can keep your head when all about you are losing theirs -- maybe you just don't know the score." Understanding is one aspect of increasing awareness. The social and physical sciences, the arts and humanities do more than add to our store of factual knowledge. History, economics, political science, anthropology, and sociology increase our awareness of the diverse forces which underlie social changes. Poetry and the Arts, through new rhythms or shapes, expand our sensitivities and help us see a different world. Literature, philosophy, psychology and religious studies reveal the complexities of human nature and human relationships, the motivations and values expressed by individuals and cultures. Biology, chemistry, physics, astronomy, geology, ecology – and the offspring from recent connections among them – describe the uncertain ground we walk on and the shifting physical conditions which fundamentally determine our existence.

Such increased awareness lies at the heart of liberal education. Skills may decline when unused. Specific kinds of information may be forgotten or become outdated. But once we move to more complex levels of perception and understanding we do not yield readily to oversimplifications and surface explanations. And once we experience the rewards of new sensitivities, we do not lightly forego them.

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CLARIFYING PURPOSES

Competence develops most effectively when powered by clear purposes. The question is not just "Who am I?," but "Who am I going to be?"; not just "Where am I?", but "Where am I going?."

Clarifying purposes forces at least tentative decisions about vocational plans and aspirations. These decisions require judgments about the kind of life we want to lead. The work we pursue influences not only how much money we make, but where we live, whether we leave work at the office or take it home, how much time is our own and how much it belongs to others. Ultimately, vocational decisions, and the kind of life which follows, will choose our friends and affect our values.

Because Empire State College is an educational institution its primary purpose is to help students clarify their purposes and more effectively pursue the additional competence and awareness they desire. Growth in these three areas, however, will raise new challenges for autonomy, integrity, and understanding oneself and others. These challenges cannot be ignored.

• • • *Present circumstances dictate that a college degree is an absolute necessity for me. As a junior government executive, I shall need a degree if I am to expect any further promotion. I understand that experience will be counted in assessing candidates for Empire State College. I also did a year's work in college, though that was eleven years ago.*

You can understand that with my family obligations I am unable to take time off from my job to earn a degree in the traditional manner. Empire State College seems to offer the opportunity.

• • • *May I enroll in the new college? The sooner the better!*

Briefly, I am 31 years old; and married with two children. I left college midway through my junior year in order to get married. I was an arts major and was a B+ student. I would love to finish up my degree, but as you can see it is impossible for me to travel to a campus, even though I have taken a couple of evening courses over the years at a four-year college.

BECOMING AUTONOMOUS

A sense of competence yields self-confidence and is a cornerstone for autonomy, and autonomy is required if our purposes are to be really our own. Autonomy is different from "independence." Independence means "not subject to control by others, not requiring or relying on something else." When a man could raise his own food, hunt his own meat, make his own clothes, and build his own shelter, if he were competent he could be independent. Yet in today's world none of us is really independent. In a traffic jam, in an elevator when the current fails, in a car when the engine quits, we can be very competent, but there's not much we can do but depend on someone else to take effective action. We are all, therefore, not independent but *inter*dependent. Friends, family, state, and nation depend on us, and we depend on them.

Autonomy, however, means "having the capacity to be self-governing and having the right to do so." Each of us has that right, and each of us has the power to exercise it. We develop that power by managing our inter-dependence, by recognizing when and where we must depend on others and when we need not.

• • • *I've been in and out of college for the past four years. My grades have been good, but I can't take the closed system of "education" any more. A friend told me about your new college, and it sounds like the thing I've been looking for.*

• • • *I am a veteran, disabled (service-connected), and at present unemployed. I have a bachelor's degree in engineering and have been working for fifteen years. There is no market for my skills in the foreseeable future, and I've often dreamed in the past of going into teaching on the secondary school level.*

Is there any hope of using my past experience and schooling in your degree program? I think if I could get a liberal arts degree from your college I could get off welfare and into something I want to do.

• • • *I've always wanted to be a writer and I had the rather naive notion that you just needed experience, not schooling, to pen a best seller. After high school I got a job – a rather boring one actually – and read prose and poetry and wrote. I wasn't discovered! This last year I have been in college majoring in writing. Well, that ain't the way either. Empire State may be just the place to wed life experiences and disciplined study.*

• • • *A counselor at school told me about the Empire State College recently. I am finishing my junior year in high school, and would like to do something in environmental studies when I get into college. However, your program, as the counselor explained it, would offer the greatest flexibility and room for what I want to do. Our high school is an "experimental" type of school, and I am used to doing work on my own. So I'd like to be considered for admission in 1972.*

SELF-UNDERSTANDING AND UNDERSTANDING OTHERS

Developing purposes, autonomy, and competence depends heavily on increasing self-understanding and on understanding others, for it is primarily through relationships with others that such development occurs.

Life continually reveals us to ourselves. Rapid social change intensified that process. As we grow in understanding ourselves and our surroundings, we become both participant and observer. Why did we respond like that? Where did those attitudes come from? Can we really make these changes or handle this new opportunity? As we test ourselves in new experiences and situations we come to know ourselves more fully and to develop more realistic ideas about our limitations and our potentials.

Understanding others is significant also. Life is enriched when we can enjoy a wide range of different kinds of persons, when we can go beyond simply tolerating those who are different and can respond to them as individuals. Intimate and lasting friendships and love depend upon mutual trust and acceptance; trust only comes when persons understand each other well enough to know they can be open without fear of being hurt.

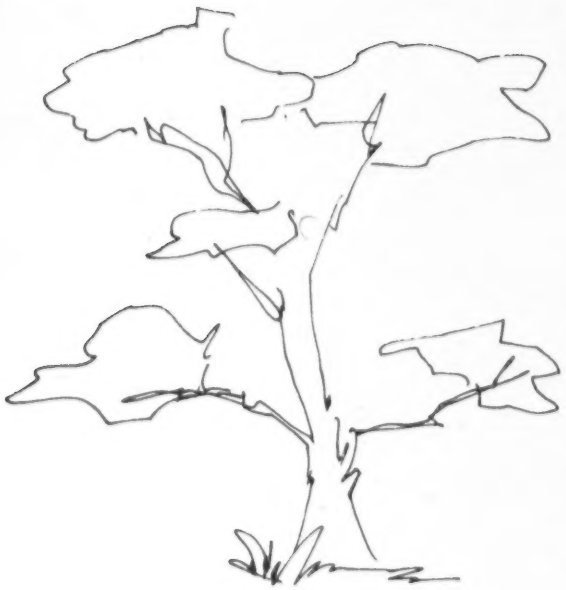
• • • *I'm a nurse working this year as a Vista Volunteer on the Seneca Reservation. I would like to begin a degree in social work at Empire State College. May I apply while still with Vista? Would any of my nursing credits or my service here on the reservation count toward the degree?*

DEVELOPING INTEGRITY

Integrity exists when word and deed are consistent, when they reflect beliefs and principles which hold through changing circumstances. Developing integrity is a two-fisted process. On the one hand there is the effort to establish a set of beliefs which make sense in terms of our own experiences and insights. On the other hand, there is the struggle to make our actions consistent with our beliefs. Because the world continually challenges our beliefs, and tempts or pressures us toward behavior contrary to them, developing and maintaining integrity is a life-long task.

Empire State College is an educational institution – not a counseling center or therapeutic community, a political organization, a church or a country club. Therefore, it seeks to provide resources and programs with which a student can pursue these basic developmental concerns. Faculty members, as best they can, help that process.

LEARNING



Challenge and response is one of the fundamental processes of learning and development. Learning occurs as new conditions require new responses, as new experiences excite new reactions. We learn when situations challenge competence, test purposes, question values. To respond we must acquire additional information or skills, clarify where we are and where we are going, think through beliefs and actions.

Accepting challenges takes us into unfamiliar territory. We may be uneasy and uncomfortable. The risks are balanced against the potential gains. If the challenge is too limited, or too overwhelming, then not much learning occurs. The most effective contract or commitment recognizes just the right difference between our present level of learning and development, and what the new conditions require. Then we can move ahead with little risk of harming ourselves or others.

Questions like these are the starting point for this approach to learning:

What are my objectives? What do I want to achieve?
What books, courses, direct experiences do I need?
What kinds of persons can be helpful?
What is the best sequence of activities?
How much effort should be given to reading, writing, and reflection? How much should be given to field work, volunteer activities, or other kinds of direct experiences?
How can I assess my progress?

These questions are never completely answered, but initial responses and decisions must be strong enough for clear commitment to disciplined work. With increased knowledge and experience revisions will be necessary and new courses of study and action will ensue. This is how learning proceeds.

• • • *I dropped out of college in the fall of 1967 in my sophomore year and joined the army. I was discharged after returning from Vietnam in '69 and have since married. What with this and holding down a fulltime job, I can't go back to college even though I would like to. I took two USAFI courses while I was in service and got an A in both, so I know I can do study on my own.*

THE RESOURCES FOR LEARNING

The main task of Empire State College is to provide resources which help students clarify and enlarge their own purposes and pursue the increased competence and awareness those purposes require. Since learning occurs in many diverse situations, the resources required are not limited to a classroom or campus; they include diverse persons and experiences, in varying places, reached through multiple approaches.

Persons

The most powerful agents for individual learning and development are other individuals. Although in most colleges, those individuals are largely fellow students, the student at Empire State College will learn almost entirely outside the walls of a campus amid the realities of everyday life.

In addition, Empire State will generate opportunities for person to person contact during program planning and study. Through short-term workshops and seminars small groups of students and faculty members will meet together for periods of discussion and reflection. Similar meetings can accelerate and deepen particular kinds of learning which may be common to several students.

Potential teachers assisting in schools; students pursuing diverse kinds of urban or ecological studies; students of foreign language, philosophy, literature, history, economics, human development, social problems, the plastic or performing arts: these and many other interest groups can put occasional long weekends together to excellent use, sharing experiences, products, and insights, sharpening skills and concepts, increasing the store of working knowledge. Students pursuing particular professions or vocations – through apprentice relationships and on-the-job experiences as well as through books and courses – can put such workshops and seminars to equally good use.

"To take advantage of the student's interest, to utilize it, is not in any way opposed to scholarship; it is just the reverse. No one teaching . . . can have too much knowledge . . . the whole thing will be inevitably diluted, reduced, degraded to the . . . superficial manifestations of transitory interests, and there is little probability of any permanent growth . . . leading beyond itself and amounting to anything . . . It is not, after all, so necessary that the individual follow this or that or the other particular subject matter, as it is that he have the liberty and opportunity to approach any and every subject matter in such a way as to make his own personality valid . . ."

John Dewey

• • •

The particular facilities used for such meetings are not very important. A temporarily vacated college dormitory will do, an old house in the country is ideal; an off-season motel or hotel, if sufficiently inexpensive, can serve. The significant thing for such short-term intensive sessions is not what the facilities have to offer, but what the persons bring to the facilities and create for themselves while they are there.

A Faculty member, a *Mentor,* helps each student develop a plan which moves the student towards his own objectives in ways he can manage. The Mentor knows the resources which are available – books, video-tapes, cassettes, and other self-instructional materials. He knows the individual *Tutors* with whom the student might work and the arrangements for working with them. He also knows how to listen and how to ask questions. He can be tough – and warm. He can be flexible, yet strong enough to help students face failure and learn from it.

There will also be learning relationships with other persons. Men and women from a variety of academic, professional, and work settings will help students pursue a wide variety of subjects and skills. These additional resource persons will be enlisted by the College when the demand for their special capacities arises. When appropriate, a tutor will work with the student through correspondence, tapes and telephone, thus carrying the campus

Places

Empire State College was founded as a non-residential college of State University of New York in 1971. The College builds upon the resources and facilities of the State University of New York's 70 other colleges and centers as well as upon the rich and varied educational, social, cultural, industrial, and technical resources available within New York State.

When in full operation Empire State College will operate through a network of regional Learning Centers located within reasonable commuting distance of most New York State residents. Centers are already in operation in Albany, Metropolitan New York and Rochester. A Long Island Center will open September 1 in Old Westbury. By 1973 8 centers will serve nearly 4,000 students. But each center will remain small, enabling close working relationships among faculty members and students.

A student normally will use the Center nearest him and will work with one or more faculty members based there. Routine educational activities – group meetings, on-the-job experiences, volunteer activities, tutorial sessions, courses – are carried on in the general community around the Center. Each location offers an array of resources which students and Mentors can draw on for learning. Through correspondence or travel students also will reach beyond the local community to the next town, the next state, or overseas.

The Coordinating Center of the College is located in Saratoga Springs, New York. This Center will provide many of the services and learning materials required by the faculty and students, and will maintain the academic and business records of the College.

Wherever people live together their communities hum as they move from day to day through the activities and events which sustain and penetrate life. In or around each community there are industries, farms, schools, churches, health and welfare facilities, governments, theaters, concert halls, museums, art galleries, craftsmen, professionals, persons from foreign lands, famous people. Anyone can fill out the list; its length is unimportant.

What is important is that the student and Mentor can arrange a flexible educational plan which draws selectively and coherently from these diverse resources.

THE PROCESS OF LEARNING

The process of learning begins with the processes of exploration and application for admission. It gains momentum through orientation and program planning. It gathers substance when a contract for study is drawn and through the learning and evaluation activities which follow. When a contract period comes to a close, judgments are made concerning certification of performance or achievement, and, if it is appropriate, another cycle of program planning, contract, learning, and evaluation begins.

Exploration and Application

Before applying for admission each student is encouraged to visit the Learning Center with which he expects to affiliate. At the Center he examines inventories of the persons, places, and other resources for learning. A growing array of student programs will illustrate varied approaches he might follow. If he wishes to contact other students to learn more about the program, he may obtain their names, telephone numbers and addresses from a list prepared by the Center. He may also talk briefly with a staff member.

When the student has determined that the resources of the Center can serve his purposes, he completes a formal application. This application not only calls for information on which admission can be based, but also asks him to provide more detailed information concerning his background, his present situation, his long-range plans, and his preliminary thoughts about how he might use the Center to pursue his own objectives. This request for supplementary information not only asks the student to clarify his own thinking about where he is and where he is going, but also provides information for preliminary planning of Orientation Workshops by Center staff members, and for the first conference between the student and a Mentor.

Orientation and Program Planning

After a student has been admitted a date is suggested for his Orientation Workshop. Although exploration, application, and admission will go on continuously throughout the year, Orientation Workshops will be conducted only at periodic intervals.

At the Orientation Workshop faculty members present general information concerning the resources of the Center and different ways a student may go about learning. A student shares his own interests, uncertainties, and confusions with other students and with the faculty. He examines more thoroughly the range of resources, both inside and outside the Center, which might become part of his educational program. Thus he begins to define more precisely what he wants to do and how he will do it.

After the Workshop a student may make an appointment with a Mentor immediately, or he may choose to spend as much as a week or two in further exploration on his own. Before long, however, he arranges to confer with a Mentor and they lay out his program – clarifying what he wants to achieve, and settling on the instructional materials, the direct experiences, the outside tutors, the courses at nearby institutions, which will be employed. Program planning also must include appropriate provisions for thorough evaluation.

Contract and Implementation

The Contract which emerges from orientation and planning is an agreement between student and Mentor to a series of activities and responsibilities which both agree have merit and value. This Contract not only specifies the activities and responsibilities of the student – it does the same for the Mentor. It must, therefore, be drawn to take account of the realities which characterize both parties. The areas of competence and readiness must be appraised for the Mentor just as for the student. The work obligations, family responsibilities, availability, and energy of each must be recognized. Thus the Contract not only indicates what the student will be doing, where he will be doing it, with whom, and for how long, but also it indicates how often he will communicate with the Mentor, when, where, and for what purposes. Contracts will be reviewed by faculty members associated with the appropriate learning center and the coordinating center at Saratoga.

The following Learning Contracts illustrate how different students are pursuing their particular interests and objectives. Like all students, as part of his application, each person completed a "Prospectus" designed to help him think constructively about his ambitions and the way in which the College can advance these plans.

First, a married 54 year old man who requires a degree to attain a "long-standing ambition". From his Prospectus:

> Social changes require on-going education as an integrated part of my adult existence. Step by step, I want to make myself into what my dreams and imagination have engendered for many years – a knowledgeable and experienced, resourceful person in the arts and sciences of the communications field.
>
> With a person's work life more than double that of the 19th century and with the possibility of working actively into the 70's and 80's, I feel it most appropriate to start part-time the learning process at Empire State College. In choosing the occupation of Director of Educational Communications as my goal, I am satisfying my long-standing ambition to make a contribution to better understanding of communication techniques.

I feel Empire State College will help me, as an older person, to further my education in my particular interests, and will recognize the knowledge and experience I already have, and will encourage the pursuit of knowledge while I still continue substantial employment.

This person is a technical specialist in photography. He has achieved the equivalent of three years of college study since 1941 through various kinds of courses, employment, and workshops, including 1/2 year at State College for Teachers at Albany, USAAF Photography School, two years at Rochester Institute of Technology with certification in a photographic technology course, an audio-visual seminar at Indiana University, and a position as motion picture photographer and photo technician for General Electric Company. His strong relevant background will be credited toward his degree and will permit him to move quickly into advanced work.

This student's initial Contract is an exploratory one designed to assess his reading and writing skills and to enable him to explore library facilities. The general theme builds on his interest in the role of instructional technology in higher education. The second and third parts introduce the more general areas of change in higher education and the effects of media (later, technology in general) on society as a whole. In addition to the general objectives outlined above, the goal is for the student to put together a bibliography which can serve as a basis for future Contracts.

Half-time Length: Six weeks

PART I

The student will read the two works listed below and will present his analyses, critiques, etc., via audio-tape (40 min. maximum).

"A Report to the President and the Congress of the United States by the Commission on Instructional Technology". Sterling M. McMurrin, Chairman, March, 1970.

Saettler, Paul, *History of Instructional Technology*, McGraw Hill.

The student will review all the 1971 issues of the journals listed below (plus any others he deems appropriate) and produce a written report which assesses their relevance to the general area of instructional technology in higher education. Specific articles, book reports, etc., that are relevant will be briefly summarized.

Phi Delta Kappa
Audio Visual Instruction
Audio Visual Communications Review
Educational Technology
Media and Methods
Educational Leadership
Educational Media

PART II

The student will read:

Report on Higher Education, March, 1971, Frank Newman, Chairman, U. S. Dept. of Health, Education and Welfare.

Selected 1971 issues of the Chronicle of Higher Education.

1971 issues of the journal, "Change in Higher Education".

The student will write a short critical essay on two or more articles from this journal.

PART III

Using as a guide part of the module entitled "The Spectrum of Human Expression" developed for the *Demand of Mankind*, the student will read McLuhan's *Understanding Media: The Extensions of Man*. Pages 44-46 of this module ask the student to react to a number of criticisms by devising possible defenses of McLuhan's position. He will produce a written paper defending McLuhan on No. 3, No. 5, No. 6, No. 7, and No. 9.

The student and mentor will meet a minimum of one hour every two weeks.

The second person is a 44 year old woman with three years of college experience. Her Prospectus reads:

What experiences seem to be pertinent to your admission to Empire State College?

Full-time Teacher, 8 1/2 years:	3 yrs. Kindergarten, 4 years Science, Jr. High Level, 1 yr. English, Jr. High Level, 1/2 yr. Sixth grade
Substitute Teacher:	3 yrs. — 13 different schools in area, all grades
Adult Education Teacher:	2 semesters — one in creative writing and one in decorative food preparation
Other Work Experience:	4 1/2 yrs. Linotype Operator & Proofreader
	1 1/2 yrs. Floating Secretary
	3 yrs., 9 mo. Secretary and Key Punch Operator
	9 mo. Switchboard Operator
	Intermittent Caterer since 1949
	Last summer wrote a Curriculum for use in Community College Enrichment Center — covered Strand IV of the Health Course
	Occasional Typist
	Prepare mineral kits for students
	Acted in and directed Little Theatre plays

Why do you want to attend Empire State rather than another college?

Basically, because most of the learning can be accomplished at home while my family is at school, and yet I could accept an occasional day of substituting to help out financially. This seems to be the opportune time for me to enroll, as my previous employer, . . . Parochial School, closed this past June, and after teaching Sixth, Seventh and Eighth Grade Science and Seventh Grade American History, World Geography, Spelling and Art to the combined 7th and 8th grade classes for four years, I feel that it would be better to sacrifice the financial loss of full-time teaching to obtain my degree and teacher certification, a life-long aspiration which family obligations have prevented previously. I would like to meet all requirements for my degree in the coming year.

I feel that with the college progress completed thus far, I have established the advanced study patterns necessary for independent study such as that offered by Empire State College, and could therefore satisfactorily complete my college requirements without time consuming travel to the traditional university and daily participation in set class periods.

What are your long range vocational or professional plans or aspirations? What kinds of work do you want to be doing five or ten years from now?

Long range plans would include teaching, preferably in Kindergarten, until my husband's retirement. Or possibly, teaching English at the Jr. High level. I have an intense interest in Ecology and Environmental and Consumer awareness, would work this area of concern into whatever subject or grade I might be teaching.

What area of studies would you like to pursue?

Although I enjoyed teaching General Science, Biology and Earth Science very much these past four years, I am self-taught in these areas, having taken only one formal Science course during my college career. Therefore, to continue in Science would require the addition of too many required courses. I very much enjoy Kindergarten children and thrive on reading English compositions. My strongest background is in the English Major, at the moment.

For Kindergarten, I understand that since last January the State Certification Department requires

six hours in diagnostic reading. Since I do not have any credits in Reading, I suppose the logical place to start would be in the acquisition of these credits. I would also like to take several Ecology courses, if they can be tailored to my course of study. I greatly enjoy American History, Short Story classes and certain educational courses where teachers are free to discuss the merits and problems of various tried and tested teaching methods. I would like to take a professional geology course to further my own knowledge of minerology and site locations. Also, I am greatly interested in the vast field of Oceanography. I loathe Math in all forms, and have absolutely no ear for foreign languages, so would not want courses in these areas.

What kind of work experiences or volunteer activities might your program include?

Experiences or activities might include helping Boy Scout Troup 112 learn how to read topographical maps before they go on scouting explorations, or help them learn how land forms are depicted. Or I could help them in their mineral identification merit badge study. I could help with art activities on the 7th and 8th grade level. I could also develop kits of common minerals found in our area, which elementary grades could readily recognize. I could take students on various mineral field trips within our local area. I could teach decorative party cooking to Jr. High girls or adults. Some help could be given in drama classes or Ecology studies. Also, I could request substitute positions in our local Kindergarten classes.

How might you begin your studies? What sequence of activities might you undertake?

Where I would begin would depend a great deal on what requirements are necessary for my degree and certification. This would best be determined by a conference with an adviser, after you have evaluated my transcripts and work experience.

These rich experiences and interests led to the following plan of study. Although the language used in this Contract and the others may give the impression that the Mentor is speaking to the student, the contents represent an effort to which both persons have contributed.

Full-time Length: Three months

Because the student has had a wide range of interests and experiences, this first "Contract" will make an attempt to consolidate past gains while moving into new directions. The Contract will consist of:

1. Selected readings including the critics of present day education in addition to interest-centered readings.
2. Diversified field work.
3. An analysis of past experiences to be used to document credit for life experiences. This analysis will also be used to help the student determine if further work is needed in human growth and development and learning theory.
4. A mutual teaching-learning experiment with a home economics teacher.

I. Readings

A. The student will read widely, including selections she has made from a list of critics of education, using this as a jumping-off spot for concentrated readings in the areas of:

1. • Controversial issues in education
2. • Education of minority groups
3. • Education of handicapped (orthopedically, mentally retarded, emotionally disturbed, etc.)
4. • Remedial reading
5. • The trends toward humanistics education.

B. Evaluation:

The student will report weekly by means of taped messages. She will analyze how her readings have contributed to her fieldwork. She will keep a written record of her readings giving capsule reviews and analyses which will be used as a basis for discussion at meetings with the student.

II. Field Work

A. Three diverse field experiences are planned concurrently:

one half day per week will be spent working with the school psychologist. The student focus will be on two areas:

(1) comparison of standardized tests used, including goals, application of results, etc.

(2) attitudes of children toward testing and an analysis of how this affects their test scores.

B. Evaluation:

1. The school psychologist has agreed to write a report of the student's performance including her understanding of issues as well as to what degree she has attained her specified goals.

The Mentor will visit at least once for the purpose of conferring with the student and the school psychologist.

2. One half day per week will be spent at the assigned school district. The student will assume responsibility for tutoring on a one to one basis at least one student between the ages of 16 to 60 who is either physically or emotionally handicapped. This will provide an in-depth opportunity to examine the teaching-learning process.

The Director of the center has agreed to evaluate the student's performance generally. Her weekly report of her work will suffice to evaluate her growth in analyzing her contribution to student growth.

The Mentor will visit at least once for consultation.

3. One half day per week will be spent in the assigned school district, concentrating on remedial reading. She will work with the remedial reading teacher. Her focus will be on recognition of reading difficulties, an analysis of approaches and materials used. She will work with one or two students using the case study method.

The remedial reading teacher has agreed to evaluate the student's general performance. Weekly tapes will provide an on-going analysis of her work.

A case study on the student(s) with whom she is working will be written up. The student will also keep a written record of resources available to help teachers in remedial reading with an analysis of any resources she has had the opportunity to use.

The Mentor will visit at least once for consultation.

III. The student will prepare a listing and analysis of her experiences which will be used to document credit for her life experiences.

IV. Mutual teaching-learning experiment:

The student is often called upon to substitute in secondary home economics classes. She admits to knowing nothing about sewing, but has had great experience in foods-purchase, selection, menu planning, cooking for crowds, etc. Another student-teacher has had a rich background in sewing, but knows very little about teaching about foods which will be essential in order for her to receive a certificate qualifying her to teach home economics. These two students are working out a plan by which they will teach each other. Together they will identify or develop needed resources and present a plan of action.

Evaluation:

Together they will present what might amount to a course of study in foods and clothing which they will have developed, implemented and evaluated.

The third person is 23 years old. With three years of post secondary education, he wishes to transfer to Empire State to develop a program in law and law enforcement. From his Prospectus:

Why do you want to attend Empire State more than another college?

The very framework of Empire State is what I feel will do me the most good. On my present program I am not able to attain my goals as precisely as I might wish.

I am interested in a career in law and law enforcement, and Empire State would allow me a depth and broadness of study that I could obtain nowhere else. Empire State would allow me to tailor a program to my own individual needs.

What are your long range vocational or professional plans or aspirations? What kinds of work do you want to be doing five or ten years from now?

I hope to work for a Federal law enforcement agency and if possible some day to be either the head or one of the top men in this area.

Five or ten years from now I hope to be building the foundation and getting the experience to enable me to rise in the organization for which I work.

I would like to bring about good police community relations, first by improving the police, and second by educating and cooperating with the public.

What area of studies would you like to pursue?

I would like to pursue history and criminal justice studies. I am very must interested in American History and also sociological studies.

What kind of work experiences or volunteer activities might your program include?

Work experiences or volunteer activity at state social and correctional agencies, law enforcement agencies, law enforcement departments, historical societies and other related agencies such as the district attorney, public defender, youth bureau, sheriff department, county jail, neighborhood youth corps, etc.

How might you begin your studies? What sequence of activities might you undertake?

I might begin with a couple of formal courses and some related volunteer work of any that might be available. The sequence would become clear after orientation and upon consultation with my Mentor. At this time I can't say what the sequence would be.

Here is the initial contract created by this student and his Mentor.

Full-time Length: Three Months

PART I

This two-phase contract is one which is designed to meet the student's interest in the processes of law enforcement and criminal justice. Deeply concerned with developing a sense of *law* which meets the needs of those most often abused by the *law*, the student will proceed along two diverse yet clearly interconnected approaches to study. The first phase includes four courses traditionally associated, on the college level, with issues of crime and criminal justice; while the second phase offers a less orthodox approach to questions of "criminality", challenging not only the definitions usually worn by current judicial and police institutions, but the very social fabric upon which these definitions form a pattern.

It is hoped that this "toe to toe" approach will allow the student to relate definitions and prescriptions of justice to the dominant ideologies and institutions of the society out of which they come — perhaps moving then from questions focusing around the law, toward broader social questions that will place the question of law within its proper historical context. Needless to say, such a broadening of scope may begin to define further areas of study. . . .

I. The Student will be taking four courses, at Northeastern University in Boston, which are central to questions of criminal justice.

A. SOCIAL DEVIANCE

B. ADMINISTRATION OF JUSTICE

C. INTRODUCTORY PSYCHOLOGY

D. SEMINAR IN DELINQUENCY PREVENTION

Evaluation:

a. Each instructor has agreed to submit a written evaluation of the student's work in the four courses.

b. The student will submit a self-evaluation for the four courses, including an evaluation of the ways in which these courses relate to the work he is doing in the second section of the contract. This may deal with the ways in which his course work at Northeastern has helped him to understand the readings and interviews in the second phase, or conversely, the ways in which the second phase has given him perspective and comprehension of either the particularities of his course work and/or a better understanding of the general orientations which that course work may represent.

II. The second phase of the contract will be a look at prisons, often from the inside, and the world(s) which seem to supply these prisons with their clientele. Focusing mainly on writings by and about Black prisoners, the following readings should give a picture of Black street, home and work culture, and the ways in which these cultures are bound to the question of crime and the definition of what crime is. Some of these writings confront these questions directly, often critically, while with others, the student will be expected to use his own critical abilities to draw things out of the material. Throughout, there should be a comprehension of the relationship not only between society and its definition of and prescription for "crime", but also that between the quality of life inside and out of prisons.

A. The first readings are either by or about people for whom prison has been a contingency. (a) Alexander Berkmann, Prison Memoirs — Although not a Black man, Bergmann's turn of the century document should offer an historical counterpoint for later readings; specifically concerning the nature of prison life.

(b) Haywood Patterson and Earl Conrad, *Scottsboro Boy.*

(c) Richard Wright, *Black Boy.*

(d) Malcom X, *Autobiography.*

(e) Claude Brown, *Manchild in the Promised Land.*

(f) Piri Thomas, *Down These Mean Streets.* This book offers an interesting picture of life in N.Y.C. Puerto Rican section, tying in well with the other material.

(g) Eldridge Cleaver, *Soul on Ice.*

(h) Bobby Seale, *Seize the Time.*

(i) George Jackson, *Soledad Brother; Prison Letters.*

B. Read Chief Justice Roger Taney's *Dred Scott Decision.* This historic document should act as an interesting companion piece to many of the above writings. A defense of the fugitive slave law, Taney's argument should offer a picture, though clearly "antedeluvian(?)", of what at least some of the above are contending not only about American justice, but American history, per se. Try to relate Taney's decision to the current legal situation (and social) that the above authors are describing; that your teachers at Northeastern are describing; that you, yourself, perceive around you.

C. Read the Program presented by the Attica prisoners during the recent prison rebellion. In addition to this, try to cull together as much newspaper and other source material pertaining to the Attica revolt. Take a look at Tom Wicker's series of articles that appeared in the New York Times.

D. Interviews to be arranged.

III. Evaluation:

— conferences

— log

— paper — the paper should begin with the historical fact of Attica. It will then be an attempt to draw that fact together with some of its history — facilitated by the above material, as well as additional biblio and sources.
Some areas to consider might include:
— the nature of the demands and how they

relate to prison conditions.

— the meaning of the self-definition by the prisoners as "political prisoners."

— the ways in which the questions raised by the inmates, by the other people on the above list, affect your own perspective concerning your involvement questions of law enforcement.

— the kinds of social conditions that put people in prison.

— the question of prison reform.

— the police invasion.

— the hostages, etc.

The question of Attica should be an axis around which the main body of readings, etc., should be dealt with.

The fourth person is a 17 year old, recent high school graduate who intends to build prelaw studies around a concentration in history. From his Prospectus:

What experiences, other than school or college, seem to be pertinent to your admission to Empire State?

1. Although this asks "other than school or college . . .", I think it's important to know that school was largely an independent study experience and modular programming;

2. I've also travelled a good deal *in connection with* study. For instance, I've made a point not just to read about places in American history, but also to go study "on location".

What were the reasons you chose Empire State rather than another college?

In high school, a flexible modular schedule was used. Also, seniors were able to get into a work/study-experiential learning situation. I believe your program offers me similar flexibility. Due to my experience in high school, I think I would be comfortable in such an academic situation.

What are your long-range educational, vocational, or professional plans or aspirations? In what ways would the fulfillment of these plans affect your life style?

Although at present I am mainly interested in history, it is my opinion that I will become involved in Law, and subsequently Politics. . . . I would also like to do some historical writings, particularly on the Civil War.

What area of studies would you like to pursue? Be as specific as you can (according to your own interests, inclinations, talents, career aims, etc.)

History
Economics
Political Science

These would be most beneficial to me later in my pursuit of a law degree.

The areas of history which interest me the most are: The Civil War period; the Depression years; and the New Deal.

What kinds of learning resources would you be able to use in your community? (Colleges, schools, social agencies, libraries, business organizations, labor unions, laboratories, government agencies, recreation groups, hospitals are among the resources you might consider using.)

The resources I would be able to use would be government internships investigated at the Albany Learning Center, libraries, museums, academic acquaintances in economics, travel to historical sites, study of local governments, other students.

How might you begin your studies? What reference of activities might you undertake? (Your answer may be in terms of the learning modes or any manner you choose. It is assumed you will consult with a mentor before actually beginning your studies.)

I've already talked to two mentors at the Albany Learning Center and think I can come up with a good three-month contract that would be a study of the history, economics, sociology, and so on, of the 1930's. I would use readings, sessions with a tutor in economics, work with some other students in the preparation of a paper, and get to see some of the news clips of the 1930's. Also I'd be able to use libraries to get to old newspapers and magazines, etc.

The Empire State program requries a great deal of self-discipline, strong motivation and determination. Would you please evaluate your own competence in these characteristics.

I feel that I am quite competent in these areas of self-discipline and motivation because my program in high school involved a great deal of independent study and I was very successful here. I am looking forward to working in this setup, for it offers me a chance to gain the knowledge I want in the areas I want.

Here is this student's initial contract:

Half-time Length: Three months

The student is a recent graduate of high school, and is pursuing half-time study at Empire State College. Long-range purposes include completion of the B.A. at ESC and entry into Law School.

He has ascertained already from several Law Schools in which he is interested that completion of the baccalaureate at ESC will be satisfactory as one of the conditions for acceptance.

He is interested in developing a program in political science as a long-term project, but as a starting point by which to test his purposes and to demonstrate his ability to handle individual study, as well as to establish academic standing (advanced), he will study this quarter half-time American history. This latter has been one of his proven academic strengths and interests during high school years. The area he has chosen to initiate his program may be characterized as "Culture of the Thirties".

This initial agreement, then, is entitled "The 'Thirties", and will, it is hoped, not only achieve the purposes aforementioned, but will also carry the student into a great number of areas in which, as part of subsequent contracts, he wishes to develop competencies: sociology; languages; philosophy; and others.

"The Thirties"

A. PROGRAM.

I. *Readings.*

Addenda to this contract will list further readings as progress is made. Additionally, a bibliography will be elaborated with a tutor in Economics.

Rauch, Basil. *The History of the New Deal.* Creative Age Press, 1944.

Wallace, Henry. *America Must Choose.* World Affairs Pamphlet No. 3, 1934.

Farley, James A. *Behind the Ballots.* Harcourt, Brace & Co., 1938.

Schlesinger, Arthur M. *The Coming of the New Deal.* Houghton Mifflin Company, 1959.

————. *Crisis of the Old Order.* Houghton Mifflin Company, 1957.

Beard, Charles A. *American Foreign Policy in the Making, 1932-1940.* Yale University Press, 1946.

Brogan, Denis W. "The Era of Franklin D. Roosevelt", *The Chronicles of America,* vol. 52. Yale University Press.

Agee, James—*Let Us Now Praise Famous Men*
Steinbeck, John—*Grapes of Wrath*
Allen, Frederick L.—*Since Yesterday*
Susman, Warren—*The Thirties*
Terkel, Studs—*Hard Times*
Tugwell, Rexford G.—*The Art of Politics: As Practiced by Three Americans, Franklin Delano Roosevelt, Luis Munoz Marin and Fiorello H. La Guardia*

II. *Tutorials.*

E. H., Professor of Economics at ———— University, has agreed to tutor the student in the economic history of the thirties, the genesis of the Crash, etc. The precision of this module of the program will be elaborated within the next two weeks when tutor and student will meet; its contents will be represented by an addendum.

III. *Contacts.*

The student will make contact with two fellow-students with a view to working out a cooperative paper on "Labor in the 'Thirties". This latter is a project already in the Contracts of the other two students.

R. C., who is studying Labor History;

J. R., who worked with the CCC during the thirties, and who is studying American Literature.

The mentor will also explore with Richard Finnegan of the N.Y. Telephone Co. the range of dial access materials available in NYC. The student should make use of the materials already listed under NY TEL in the Community Resources Directory.

The mentor will also arrange with other mentors to have included in the film seminar some of the episodes of the "March of Time" series. He undertakes to make these arrangements with Time-Life.

B. EVALUATION.

I. Student and Mentor agree to meet bi-weekly Tuesday afternoons starting April 11 at 4. For purposes of discussion, the student should be writing very brief resumes of his readings to-

gether with a log of questions that may arise in these readings.

II. "Labor in the Thirties", mentioned in para. A.III above, is to be completed (according to the contracts of the other students involved) by the end of May. Evaluation of this paper will take place at that time with all students and Mentors involved; if possible, it will take place in the context of the Tuesday evening seminar. It should also be considered as a paper to be circulated for response and/or comment/criticism to the College (via the Newsletter, if possible).

III. A final paper on the work done under this contract will be presented for evaluation at the end of June. Its title, proposed outline, etc., should be ready by the end of May, and will depend upon the interest the student has generated in a specific question. In view of conferences to date, the following are suggestions:

The New Deal — The Crash, sharecroppers, TVA, etc.

The Smell of War — foreign policy, the Veterans of Future Wars, Spain, etc.

The Far Outs — Huey Long, Father Coughlin, Dr. Townsend, Father Divine, and maybe some (if any) of the foreign influence — the Fascisti, Nazi, Croix de Feu.

Any of the foregoing also might provide material for a biographical sketch: Henry Wallace, La Guardia, . . . etc.

By now, it should be clear that every student's contract is tailored to suit individual interests and needs. Running through all contracts, however, are certain basic elements. These and other academic matters are the subject of the remainder of this *Supplement.*

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METHODS OF STUDY

Under the guidance of a Mentor, students may choose among several different methods of study in planning and executing their Contracts. *Independent study* is always encouraged, and this generally consists of integrated readings, periodic conferences with the

Mentor, preparing written exercises, and integrating a wide range of experiences. Several students interested in a common endeavor may wish to develop *cooperative studies* by organizing a group to coordinate activities, pursue shared objectives, and share ideas and experiences. At times, these two methods may effectively complement each other, as may other methods.

For some Contracts, a student and the Mentor will decide that a *tutorial* conducted by the Mentor or another qualified individual is the best way to pursue a particular body of knowledge or area of competence. For other Contracts, they may select organized *self-study programs,* such as correspondence study by mail, programmed learning materials, or televised instruction. Contracts might also be planned around direct experiences such as travel, field work, internships, observations, employment, or volunteer activities. Finally, students may at times enroll in *formal courses* offered by other colleges, industries, unions, and community agencies and organizations.

PROGRAMS OF STUDY AND DEVELOPMENT PATTERNS

A Program of Study consists of several Contracts organized around one or more conceptual frameworks. Some students will develop a unique plan of study with a Mentor, while others will elect to follow or suitably modify an organized Program of Study developed by the College faculty. In either case, students may pursue studies which lead into traditional curricula such as history, business, or biology; or they may create programs leading to less traditional studies, such as Environmental Studies or Modern Industrial Societies.

The development of individualized programs generally follows a pattern. The programs of students enrolling soon after high school usually proceed in one of two directions. Those students whose goal is to enter a particular career will probably concentrate initially on vocational prerequisites and established interests. As skills, knowledge, and curiosity develop, this base will broaden to include other areas of knowledge and concern coming to the student's attention. Other students, who are uncertain about their interests and abilities and objectives, will probably want to spend a significant amount of time in exploration and self-discovery. They will develop a Program of Study during the latter half of their work.

Of course older students also vary. Some will bring wide-ranging experience, substantial education beyond high school, and clearly defined purposes for which their prior experiences and education are pertinent. These students may develop a Program of Study before, or shortly after, beginning their first Contract. Others, with equally clear purposes, may not bring as much pertinent experience and education. They may be able to plan a Program, but will require more time to complete it. Others who wish to pursue college study for its intrinsic satisfaction and those whose eventual Program will be enhanced by a traditional liberal arts background, will use initial Contracts to discover and explore new areas of interest.

PROGRAM APPROVAL

A student requests Program approval when several conditions can be satisfied:

1. The major elements of the remaining work work can be described with reasonable clarity and conviction.
2. Six to nine months of full-time study or the equivalent period of half-time study remain to complete an A.A. degree Program.
3. Twelve to eighteen months of full-time study or its equivalent remain to complete a B.A. degree.

A candidate for the B.A. degree with thirty or more months of acceptable full-time college work or its equivalent may be exempted from the twelve month minimum program requirement. A candidate for the A.A. degree with fifteen months or more of acceptable full-time college work may be exempted from the six month minimum. However, students must have been enrolled for at least six months full-time or twelve months half-time to be awarded the B.A. degree, and at least three months full-time or six months half-time to be awarded the A.A. degree.

A student seeking Program approval petitions a committee of three faculty members appointed by the Dean at the student's Learning Center. In a prepared application, the student describes:

1. The activities he has undertaken while enrolled at Empire State
2. His prior educational and occupational experiences

3. The major interests, plans, and aspirations he wants to pursue
4. The major areas and activities to be undertaken
5. The expected length of study
6. Any major outside resources necessary
7. The Mentor or Mentors to be involved.

This committee then approves the program, or meets with the student to discuss improvements required for approval.

PROGRAM TIME REQUIREMENTS

A typical young high school graduate normally will require eighteen months of full-time study or its equivalent to earn the A.A. degree, and thirty-six months of full-time study or its equivalent to earn the B.A. degree. If he enrolls full-time for nine months of each calendar year, he may expect to attain the A.A. degree in the customary two years, or the B.A. degree in four years. By working on Contracts uninterruptedly, however, he can earn the A.A. degree in eighteen months and the B.A. degree in thirty-six months. Older students who are granted credit for prior education and experiences may expect to earn a degree in less time, subject to the minimum time requirements.

AWARDING THE DEGREE

When the student and his Mentor judge that a final Contract will complete his preparation for the desired degree, the Mentor asks that the student's records and his plans for the final Contract be reviewed by the Dean, by a faculty member he appoints, and by a faculty member suggested by the student and his Mentor. If there is some question about the student's readiness for a degree, this Review Committee meets with the student and his Mentor to clarify what remains to be done. If that work can be completed within the context of the final Contract, or if there is no question, the transcript portion of the student's final record is sent to the Vice-President for Academic Affairs at the Coordinating Center, and approved by a duly constituted college committee. If they raise no questions about the student's record, the Learning Center notifies the Coordinating Center upon the completion of the final Contract. The student is then recommended for a degree to the Board of Trustees of the State University of New York.

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EVALUATION

Evaluation is a crucial aspect of the learning process. Feedback and monitoring of any undertaking is important to both the individual and the college. The procedures and activities for self-evaluation and evaluation by the faculty must be suited to the particular learning modes and activities pursued. Therefore, effective arrangements for evaluation must be part of each contract from the outset. Once the program is at its end it is usually too late. Although a student learns for his own purposes, if he wants college credit, the ultimate evaluation of his performance must rest with the faculty. Nevertheless, the student's own needs shape the process within which judgment takes place.

Methods for evaluation will include written examinations, specialized proficiency tests such as those administered by the Regents, essays or term papers, research projects prepared with a teacher or Mentor, reports from supervisors, and records of activities and achievements.

In addition to records maintained by the college, the student retains his own documents, including copies of his contracts, written faculty evaluations, self-evaluations, and other statements obtained from tutors and supervisors. This portfolio grows and becomes a detailed record of accomplishment as the student completes additional contracts.

STUDY ABROAD

A rich variety of overseas study programs is available to the student who wants to study other cultures and meet and know persons of other nations through academic and other forms of personal association. For each student, the experience of studying abroad can also provide a fresh perspective from which to view himself, his culture and his nation.

State University's eighty-one programs cover nearly the entire globe – from Dublin, Ireland, to Mysore, India; from Sochi, U.S.S.R., to Ibadan, Nigeria; and from Montreal, Canada, to Merida, Venezuela. They also cover a broad spectrum of curricular offerings, including area studies, languages, film history, fine arts, landscape architecture, forestry, radio-television, computer science, and many others. Programs vary in duration from a summer to an academic year.

The student who does not wish to participate in an organized overseas academic program may request approval of an independent study program.

TRANSFER

In his search for legitimate learning situations, the student may want to shift from one college to another. Such a shift should not necessarily penalize the student, since it may be essential to his continued learning. Therefore, the faculty of Empire State College will consider for transfer any work completed at an accredited institution of higher education.

Since academic programs and registration procedures vary from one college to another, the faculty will help a student who wishes to transfer to another college, or to enter a graduate or professional school, translate his record and portfolio into appropriate terms.

As early as possible, the student who plans to enter a specific graduate or professional program of study should obtain information about the admission requirements he must meet.

ADMISSION

Admission to Empire State College and to all other campuses of the State University of New York is made without regard to the race, color, creed or national origin of the students. Before making application for admission the student should first read carefully the section "Exploration and Application" on page 34. Since a student will learn through access to a particular Learning Center of Empire State College, entrance into the program will depend upon the geographical location of the student and the limitation on the number of students who may be served at any given time. Entrance to the College will be contiquous throughout the year.

Application materials may be obtained by sending your name and mailing address to:

Admission Applications
Empire State College
State University of New York
Saratoga Springs, New York 12866

Requests for information should be sent to the Director of Admissions at the same address.

The admissions forms will ask you to review your educational and occupational background and to provide whatever documentation you may obtain of high school or college records of grades, intelligence or aptitude tests, achievement tests or other measures of academic and vocational abilities or interests.

A student may use available testing programs to seek advanced placement. Information about two such programs can be obtained from:

College Proficiency Examination Program
New York State Education Department
Albany, New York 12210

College Level Examination Program
Educational Testing Service
Box 59
Princeton, New Jersey 08540

The results from such examinations can be part of the admissions application, or the examinations can be taken after admission as part of the educational program.

Supplementary information will be useful when you plan your academic program at your Learning Center. This information should include answers to the following questions:

1. What kind of life do you want to be leading five to ten years from now? What is apt to be your family situation? What kind of community might you be living in?
2. What are your long range vocational or professional plans or aspirations? What kinds of work do you want to be doing five to ten years from now?
3. What are your current responsibilities and obligations? Which of these will continue as you pursue your program at Empire State College?
4. With which Center will you affiliate? What resources for learning does it offer which seem useful to you? Are there persons, places, instructional materials or other resources which you may wish to use in addition to those available through the Center?
5. How might you begin your studies? What modes and resources might you use? What sequence of activities might you undertake?

These questions are difficult to answer; many of us have not thought about them at length. But initiative, thinking, and self-examination, as well as the energy and motivation to undertake a new and complicated task, are expected from the outset, because effective learning with Empire State College depends upon such capabilities and commitments.

"But yield who will to their separation
My object in living is to unite
My avocation and my vocation
As my two eyes make one in sight.
Only where love and need are one
And the work is play for mortal stakes,
Is the deed ever really done
For heaven and the future's sakes."

Robert Frost

Two Tramps in Mud Time

from
The Poetry of Robert Frost
edited by Edward Connery Lathem
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GOVERNANCE

By authorization from the Board of Trustees of the State University of New York responsibility for Empire State College is delegated to the college president. The *Council* of the Empire State College consists of nine citizens appointed by the Governor of the State of New York for terms of nine years.

Governance of Empire State College resides jointly with the administration and the faculty. The initial organization for governance is a College Assembly of four Boards representing faculty members, administrators, professional staff, and classified staff members.

A process for student participation in the governance of the College will be developed and implemented primarily through the Learning Centers.

FINANCIAL AID

The primary objective of college financial aid is to furnish students with adequate resources to meet college expenses. The following financial aid programs will be of interest to students.

Federal Financial Aid Programs (Available July, 1972)

Educational Opportunity Grants. Educational Opportunity Grants are sponsored by the Federal Government as part of the Higher Education Act of 1965. Amounts range from $200 to $1,000 a year, for four years of undergraduate study, but may not exceed 50 percent of the student's financial need. The remaining aid must come from other scholarships, loans, or work-study funds. Grants are based upon the student's need, taking into account his financial resources, those of his parents, and the cost of attending college.

National Defense Education Act Student Loans. Under the National Defense Education Act of 1958, the United States Congress has provided a program for long-term, low-interest loans to college students engaged in at least "half-time" study. Students may receive maximum loans of $1,000 per year.

Special repayment provisions exist for the borrowers who enter the Armed Forces of the United States or full-time teaching. Servicemen may have up to one-half of their total loan(s) cancelled at the rate of 12 1/2 percent of the principal (plus interest) for each year of consecutive military service. Teachers may have up to one-half of their total loan(s) (plus interest) cancelled at the rate of 10 to 15 percent for each academic year of full-time teaching service.

College Work-Study Program. The College Work-Study Program was established to provide employment for full-time students who demonstrate appropriate financial need. Eligibility is based upon family income and need, and assistance ranges from $200 to $1,000 per year.

New York State Financial Aid

Regents College Scholarships. Regents Scholarships are awarded to full-time students who achieve high scores on the Regents Scholarship Examination. The amount — based on net taxable family income and the tuition charge — ranges from $250 to $1,000 a year, but may not exceed the tuition charge. Apply to the Regents Examination and Scholarship Center, State Education Depart., 99 Washington Ave., Albany, N.Y., 12210.

Scholar Incentive Awards. These grants are available to full-time students whose parents' net income is less than $20,000. Amounts range from $100 to $600 a year, based on income and the tuition charge, but may not exceed the tuition charge, less $200. There is no academic requirement. Apply to the Regents Examination and Scholarship Center, State Education Dept., 99 Washington Ave., Albany, N.Y. 12210.

State Grants for Children of Deceased or Disabled Veterans. This New York State grant entitles the holder to $450 a year for four years. Further information and application materials can be obtained from the Regents Examination and Scholarship Center, State Education Department, 99 Washington Ave., Albany, N.Y. 12210.

New York Higher Education Assistance Corporation Loan. Many New York State Banks and savings and loan associations provide long-term, low-interest loans through this program. Full-time students may borrow a maximum of $1,000 for the first year, $1,000 for the second year, $1,250 for the third year, and $1,500 for the fourth and subsequent years. No interest accrues while the student is in school, and repayment at 7 percent interest begins nine months after leaving school, with up to ten years to repay.

Apply to participating local banks or to the New York Higher Education Assistance Corporation, 50 Wolf Road, Albany, N.Y. 12205.

State University Financial Aid

State University Scholarships. Students receiving maximum Scholar Incentive Awards whose parents' net taxable income is $1,800 or less are eligible for University Scholarships. The award equals the difference between their Scholar Incentive Award and the tuition charge. Apply to the Office of Financial Aid, Empire State College, Saratoga Springs, N.Y. 12866. Students must present their Scholar Incentive Award certificate when applying.

How to Apply for Financial Aid.

All students desiring financial aid must complete the Parent's Confidential Statement (PCS) or the Student Confidential Statement (SCS) of the College Scholarship Service. These forms may be obtained from high school guidance counselors, Learning Centers, or the Office of Admissions and Financial Aid. Completed forms should be sent directly to the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540.

Students satisfying the conditions for financial independence should submit only a Student Confidential Statement (SCS). To qualify as a financially independent student, the following conditions must be met:

1. For the previous college year, the parents (or other persons *in loco parentis*) shall have provided no financial support to cover the student's cost of education; and that for such year, the applicant has not been claimed by his parents as tax exemption for Federal Income Tax purposes.
2. The applicant shall have established an independent residence.

Students interested in New York or SUNY financial aid should also apply to the individual programs. Students desiring Federal Government Aid should apply to the Director of Financial Aid at the College, who administers such programs.

COSTS

Tuition and Fee Schedule

New York State Resident	Tuition Per Quarter
Lower Division	
Full-Time	216.50
Half-Time	108.25
Quarter-Time	54.13
Upper Division	
Full-Time	266.75
Half-Time	133.38
Quarter-Time	66.69
Out-of-State Resident	
Lower Division	
Full-Time	358.50
Half-Time	179.25
Quarter-Time	89.63
Upper Division	
Full-Time	435.00
Half-Time	217.50
Quarter-Time	108.75
College Fee Per Quarter	
Full-Time	8.50
Half-Time	4.25
Quarter-Time	2.15

The College Administration

President

James W. Hall
B.Mus., M.S.M., M.A., Ph.D.

Jeanne Brockmann
B.A.
Assistant to the President

Frank A. Cuttita
B.A., M.P.A., J.D.
Assistant to the President

Vice President for Academic Affairs

Arthur W. Chickering
A.B., A.M.T., Ph.D.

John H. McCormick, Jr.
B.S., M.S.
Assistant to the Vice President
for Academic Affairs

Vice President for Administration
(To be appointed)

Garth Bracewell
B.A., B.Sc., B.Ed.
Associate for Educational Communications

Peter J. Gilbert
B.A., S.T.B.
Associate for Student Services

John Hall
B.A., Ed.M.
Director of Admissions, Records
and Financial Aids

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B.A.
Assistant Director of Public Information

Robert M. Overfield
B.S.
Assistant Director of Business Affairs

C. Terry Wiegert
Director of Business Affairs

Dean for Learning Centers

William R. Dodge
B.S., M.A., Ed.D.

Provost and Vice President for Learning Resources

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B.S., M.L.S.
Learning Resources Librarian

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Assistant for Continuing Education

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B.A., M.S.
Associate for Educational Communications

Harold W. Roeth
B.A.
Associate for Educational Communications

Muriel L. Wilhelm
B.S., M.A.
Associate for Continuing Education

Visiting University Fellows

Kenneth T. Abrams
B.A., Ph.D. (S.U.N.Y., Stony Brook)
London Program

Barbara A. Abrash
B.A., M.L.S. (Empire State College)

Norman O. Brown
Ph.D. (University of California, Santa Cruz)

Wesley Childers
Ph.D. (Retired, S.U.N.Y., Albany)

Leslie Fiedler
Ph.D. (S.U.N.Y., Buffalo)

Kurt Haas
Ph.D. (S.U.C., New Paltz)

Harry Harootunian
Ph.D. (University of Rochester)

Sidney Monas
Ph.D. (University of Texas)

George Rawick
Ph.D. (Washington University)

William Rueckert
Ph.D. (University of Rochester)

Albert Schwartz
A.B., M.A.

Nancy Tapper
A.B. (S.U.C., Cortland)

The Northeast Learning Center (Albany)

William R. Dodge
B.S., M.A., Ed.D.
Acting Dean

Pearl Mindell
B.A., M.S.
Assistant Dean

Barbara A. Abrash
B.A., M.L.S.
Mentor

Bertha D. Campbell
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Mentor

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Mentor

William Frankonis
B.A., M.A.
Mentor

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Mentor

Angela Li-Scholz
B.A., M.S., Ph.D.
Mentor

Francis M'Boule
M.A., Ph.D.
Mentor

Sylvain Nagler
B.B.A., M.S. Ed., Ph.D.
Mentor

Bernard S. Parker
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Mentor

Richard J. Stoker
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Mentor

Stephen O. Wilson
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Mentor

The Metropolitan New York Learning Center
Manhattan Labor Division

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Dean

Lester O. Bumas
B.E.E., Ph.D.
Mentor

Joseph Goldberg
B.S.S., M.S.S.W., Ed.D.
Mentor

Harry Kelber
B.A., M.A., Ph.D.
Mentor

Jane Dahlberg
B.A., M.S., Ph.D.
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Parimal Das
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Bernard C. Flynn
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Mentor

John J. Neumaier
B.A., Ph.D.
Mentor

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Mentor

The Genesee Valley Learning Center (Rochester)

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John Jacobson
Ph.D.
Associate Dean

Judith Krom
B.A., M.A.
Assistant dean

A. Nancy Avakian
B.Mus., M.S., Ed.D.
Mentor

Robert V. Barylski
A.B., A.M.
Mentor

Margaree Champion
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Mentor

Allen W. DeLoach
B.A.
Mentor

George F. Drury
A.B., M.A., Ph.D.
Mentor

Victor B. Montana
B.S., A.M.
Mentor

Wilson Wheatcroft
B.A., M.A.
Mentor

The Long Island Learning Center

George Heneghan
Ph.D.
Dean

Fernand Brunschwig
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Mentor

Mona Etienne
B.A., M.A.
Mentor

Gary L. Goss
B.A.
Mentor

Catherine S. Kadragic
A.M., Ph.D.
Mentor

Marvin I. Kalkstein
B.A., Ph.D.
Mentor

Irving Kriesberg
B.F.A.
Mentor

Donald K. Park
B.S., M.S.
Mentor

EMPIRE STATE COLLEGE

Learning Centers

New York Metropolitan Center (Manhattan)
56 Lexington Avenue
New York, New York 10001
(212) 475-3267

Northeast Learning Center (Albany)
135 Western Avenue
Albany, New York 12206
(518) 474-3983

Genesee Valley Learning Center (Rochester)
8 Prince Street
Rochester, New York 14607
(716) 244-3641

Long Island Learning Center
Trainer House
Old Westbury, New York 11568
(to open September 1)

Coordinating Center
2 Union Avenue
Saratoga Springs, New York 12866
(518) 587-2100

FACULTY ADVISORY COMMITTEE
EMPIRE STATE COLLEGE
1971-72

William H. Baumer
Associate Professor of Philosophy
State University at Buffalo

Jonathan H. Collett
Acting Academic Vice President
State University College
at Old Westbury

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Monroe Community College

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State University at Albany

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Professor of History
State University College at Brockport

James B. Wilbur
Professor of Philosophy
State University College at Geneseo

CAMPUSES OF

STATE UNIVERSITY OF NEW YORK

Office of the Chancellor, 8 Thurlow Terrace, Albany, N.Y. 12201

UNIVERSITY CENTERS

State University at Albany
State University at Binghamton
State University at Buffalo
State University at Stony Brook

MEDICAL CENTERS

Downstate Medical Center at Brooklyn
Upstate Medical Center at Syracuse

COLLEGES OF ARTS AND SCIENCE

College at Brockport
College at Buffalo
College at Cortland
College at Fredonia
College at Geneseo
College at New Paltz
College at Old Westbury
College at Oneonta
College at Oswego
College at Plattsburgh
College at Potsdam
College at Purchase
Empire State College
*Upper Division College

*(During planning and construction of its permanent campus, the Upper Division College offers evening, Saturday and summer courses at a temporary location, 811 Court Street, Utica. Construction of the permanent campus on a Town of Marcy site in Oneida County will begin in 1972.)

SPECIALIZED COLLEGES

College of Forestry at Syracuse University
Maritime College at Fort Schuyler (Bronx)

AGRICULTURAL AND TECHNICAL COLLEGES (Two-Year)

Alfred
Canton
Cobleskill
Delhi
Farmingdale
Morrisville

STATUTORY COLLEGES

College of Ceramics at Alfred University
College of Agriculture at Cornell University
College of Human Ecology at Cornell University
School of Industrial and Labor Relations at Cornell University
Veterinary College at Cornell University

COMMUNITY COLLEGES

(Locally-sponsored, two-year colleges under the program of State University)

Adirondack Community College at Glens Falls
Auburn Community College at Auburn
Borough of Manhattan Community College
Bronx Community College
Broome Technical Community College at Binghamton
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Athens
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Buffalo
Fashion Institute of Technology at New York City
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Ilion
Hostos Community College at South Bronx
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Kingsborough Community College
LaGuardia Community College at Long Island City
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
New York City Community College
Niagara County Community College at Niagara Falls
North Country Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Queensborough Community College
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Staten Island Community College
Suffolk County Community College at Selden
Sullivan County Community College at South Fallsburg
Tompkins-Cortland Community College at Groton
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

"I know of no safe depository of the ultimate power of society but the people themselves, and if we think of them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion . . ."

Thomas Jefferson

STATE UNIVERSITY OF NEW YORK
1948